



International
Labour
Organization

**Add-on module on Occupational
qualifications and skills mismatches**
National adaptation guide (v1)
for PAPI and CAPI

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INTRODUCTION

This add-on module is designed to collect information about the formal qualifications (i.e. level of education and field of study), work experience and skills needed to carry out the tasks and duties of the respondent's main job/business and the respondent's own skills.

The module contains only nine questions organised into three sections:

- Section FQN: Formal education
- Section WXP: Work experience
- Section SKL: Skills

Section FQN: Formal education contains two questions concerning the level of education and the field of study needed to carry out the tasks and duties of the respondent's main job/business, based on self-assessment.

Section WXP: Work experience contains two questions concerning the minimum length of work experience needed to carry out the tasks and duties of the respondent's main job/business and the respondent's own work experience.

Section SKL: Skills contains five questions concerning the importance and the level of various skills needed to carry out the respondent's job/business and extend to which these correspond to the respondent's own skills. By skills we refer to the ability to apply knowledge acquired through experience, study, practice or instruction, and to perform tasks and duties required by a given job.

All questions are aligned with the international guidelines concerning measurement of qualifications and skills mismatches of persons in employment adopted by the 20th ICLS in 2018 (www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms_648557.pdf).

The module is restricted to household members of working age, as specified in the national context (e.g. 15+), who were employed during the reference week.

All questions refer to the respondent's current main job/business only. The main job/business is the one where a person usually works the highest number of hours even if she/he was temporarily absent during the reference week.

The module is not designed for continuous inclusion as part of the national LFS. Rather, it should be included at regular intervals (e.g. once every three-five years as a minimum), as an add-on module to the ongoing LFS, to monitor the trends in the levels of matching.

GENERAL CONVENTIONS

Conventions used in the LFS module questionnaire

- Regular text: Indicates text to be read by the interviewer
- *Italics*: Indicates interviewer instructions or aids, not to be read out loud
- CAPS: INDICATES RESPONSE CATEGORIES AND FILTERS NOT TO BE READ OUT LOUD
(Parenthesis): Indicates that a choice or a substitution must be made
- [Blue text]: Indicates questions that may be included/excluded as per national circumstances
- [Red text]: Indicates text that must be adapted as per national circumstances
- **Bold text**: Indicates question numbers, section headings, skips, and other structural items

SECTION FQN: FORMAL EDUCATION

The main purpose of this section is to identify the extent to which the level of education and field of study of employed persons correspond to those needed to carry out the tasks and duties of their jobs. The section also aims to identify inadequate labour absorption due to education and field of study mismatches, as defined in Guidelines concerning measurement of qualifications and skills mismatches of persons in employment, adopted by the 20th ICLS in 2018.

Questions in this section are optional. They should be included by countries that wish to undertake analysis of the mismatches by level of education and by field of study based on the self-assessment approach¹. The information collected should be analysed in combination with questions on highest level of education completed and field of study of the respondent. The assumption is that information on the respondent's level of education and field of study are already collected in the parent survey.

QUESTION ID	DESCRIPTION AND GUIDELINES
SKILLS INTRO	Introductory text Purpose - To inform the respondent that the next set of questions focus on education, work experience and skills needed to carry out the tasks and duties that are typical of his/her main job/business. National adaptation and implementation - Interviewers should be trained to read aloud this statement. Skipping the introductory statement may impact the interpretation of the questions and thus the quality of data compiled. - By skills we refer to all of the knowledge, abilities and competences acquired as part of formal and informal education and work experience
FQN_1	Level of education needed Level of education needed to carry out the tasks and duties that are typical of the respondent's job/business Response categories 01 [No formal education is needed] 02 [Less than primary] 03 [Primary] 04 [Lower secondary] 05 [Upper secondary] 06 [Post-secondary non-tertiary] 07 [Tertiary]

¹ Information about different approaches in measuring mismatches by level of education and field of study is provided in the guidelines adopted by 20th ICLS.

Purpose

- To collect respondent's assessment about the level of education needed to carry out the tasks and responsibilities that are typical of the respondent's job/business.
- To determine the level of education needed by occupation or occupational group.
- To estimate the number of matched/mismatched by level of education, by comparing the respondent's level of education and the modal value of the self-assessed level of education needed to perform the job by all persons employed in a given occupation or occupational group.²
- To estimate the severity of mismatch by level of education.²

National adaptation and implementation

- Note this question is about the level of education needed to do the respondent's job/business and not about the level of education required to get the respondent's job/business.
- Respondent should be given CARD 1 with response categories 01-07.
- The response categories and CARD 1 should be identical to those used in the LFS module: Household roster and demographics, question DEM_8, that capture the respondent's highest level of education.
- The level of education is usually measured with respect to the highest education programme successfully completed, which is typically certified by a recognized qualification.
- Countries may have to develop a national list of educational programmes that closely follows the list presented here, and/or further disaggregate the levels.
- In countries where significant proportion of employed have completed tertiary education, additional categories may be created to make a distinction between short-cycle tertiary education, Bachelor's or equivalent level, Master's or equivalent level, and doctoral or equivalent level. Similarly, in countries where a significant proportion of the employed have completed lower secondary, upper secondary and post-secondary non-tertiary, a distinction may be made between general and vocational education within each of these three levels.
- Note that this question only refers to full educational programmes, including both general and vocational education and training programmes actually resulting in the formal qualification, not to single courses or modules within such programmes. It is important that interviewers are trained to understand the difference between formal qualifications on one hand and courses or modules on the other.
- To avoid any misunderstanding, a card with all possible national levels of education should be shown. Please make sure that this card also includes all major types of education, even if they no longer exist. To the extent possible common terms used by the general population to refer to these programmes or the resulting qualifications obtained (high-school diploma, etc.) should be used in the card.
- Persons coded 01, 02 or 03 should not be asked question FQN_2.
- Persons coded 04, 05, 06 or 07 should respond to question FQN_2.

² The assumption is that information on the highest level of education the respondent has successfully completed is already collected in the parent survey.

FQN_2**Field of study needed**

Specific field of study needed to carry out tasks and duties that are typical of the respondent's job/business

Response categories

- 01 [General programmes]
- 02 [Education]
- 03 [Arts and humanities]
- 04 [Social sciences, journalism and information]
- 05 [Business, administration and law]
- 06 [Natural sciences, mathematics and statistics]
- 07 [Information and Communication Technologies (ICTs)]
- 08 [Engineering, manufacturing and construction]
- 09 [Agriculture, forestry, fisheries and veterinary]
- 10 [Health and welfare]
- 11 [Services]

Purpose

- To collect respondent's assessment about specific field of study needed to carry out the tasks and responsibilities that are typical of the respondent's job/business.
- To determine the field(s) of study needed by occupation or occupational group.
- To estimate the number of matched/mismatched by field level of study, by comparing the respondent's field of study and the modal value of the self-assessed field of study needed to perform the job by all persons employed in a given occupation or occupational group.³

National adaptation and implementation

- Note this question is about field of study needed to do the respondent's job/business and not about field of study required to get the respondent's job.
 - This questions should be addressed only to persons coded 04, 05, 06 or 07 in question FQN_2.
 - Respondent should be given CARD 2 with response categories 01-11.
 - The response categories and CARD 2 should be based on the same classification of fields of study as that used in the LFS module: Household roster and demographics, question DEM_9, to capture the respondent's field of study.
 - If multiple fields of study are needed on the job, the respondent should be prompted to select the one they consider the most important to carry out tasks and duties that are typical of the their job/business
 - Countries may have to develop a national list of fields of study. To enable cross-country comparisons it is recommended that a correspondence be established
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³ The assumption is that information on the respondent's field of study in their highest level of education is already collected in the parent survey.

between the national classification and the list presented here⁴ to allow mapping, at minimum, to the first digit of the classification (broad field level).

- To avoid any misunderstanding, a card with all possible fields of study should be shown. Please make sure that this card also includes all major fields of study, even if they no longer exist. In case the national list of fields of studies is very long and detailed, some categories should be combined together into similar categories.
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⁴ For a full description of fields of study see International Standard Classification of Education: Fields of Education and Training 2013 (ISCED-F 2013), available at <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

SECTION WXP: WORK EXPERIENCE

The main purpose of this section is to collect information about the work experience needed to carry out the tasks and duties that are typical of the respondent's job/business as well as his/her own work experience.

Questions in this section are optional. They should be included by countries that wish to undertake analysis of the correlation between mismatch by level of education and/or field of study and length of work experience, especially for those that are undereducated. For this category of employed persons, the work experience may substitute for the lower level of education and/or inadequate field of study.

QUESTION ID	DESCRIPTION AND GUIDELINES
WXP_1	Minimum length of work experience needed Minimum length of work experience needed to carry out the tasks and duties that are typical of the respondent's job/business Response categories 01 Less than 1 month 02 At least 1 month, but less than 3 months 03 At least 3 months, but less than 1 year 04 At least 1 year but less than 3 years 05 At least 3 years, but less than 6 years 06 [More than 6 years] Purpose • To collect respondents' assessment about the minimum length of work experience that an individual would need to have in order to carry out the tasks and responsibilities that are typical of the respondent's job/business. • To determine the average length of work experience needed by an occupation or occupational group. • To compare the work experience of respondents (WXP_2) and average value of the self-assessed length of work experience needed to perform the job/business by all persons employed in a given occupation or occupational group. • To analyse the correlation between the under-education and/or mismatch by field of study and the length of work experience. National adaptation and implementation • This question is about work experience needed to do the respondent's job/business and not about work experience required to get the respondent's job. • Response categories 01 to 06 should be read aloud by the interviewer. • Where of interest, additional response categories with longer periods of work experience might be included.

WXP_2**Length of work experience possessed**

Length of work experience possessed by the respondent

Response categories

- 01 Less than 1 month
- 02 At least 1 month, but less than 3 months
- 03 At least 3 months, but less than 1 year
- 04 At least 1 year but less than 3 years
- 05 At least 3 years, but less than 6 years
- 06 [More than 6 years]

Purpose

- To collect information about the work experience the respondent has.
- To determine the average length of work experience (e.g. modal value) persons in employment have, by an occupation or occupational group.
- To determine the average length of work experience (e.g. modal value) undereducated and/or mismatched by field of study have, by occupation or occupational group (FQN_1 and/or FQN_2).
- To estimate the number of undereducated and/or mismatched by field of study who are have longer work experience than the average length of work experience needed and/or possessed, by occupation or occupational group.
- To analyse the correlation between the under-education and/or mismatch by field of study and the length of work experience.

National adaptation and implementation

- Response categories 01 to 06 should be read aloud by the interviewer only if needed.
 - Any work experience, paid or unpaid, should be included.
 - Any work experience, related or unrelated to the current main job/business, should be included. It should include not only years of work experience in the current or other related jobs but all work experience accumulated during the whole work life.
 - Any period of informal on-the-job training (e.g. apprenticeship, traineeship, internship and other forms of on-the-job training) that is not part of an educational programme, should also be accounted for. Internships, apprenticeships or work placements that constitute part of formal education should be excluded because they are part of educational program that lead to certification, and are already reflected in the level of education of the respondent.
 - Total work experience should be estimated by adding up all periods of work experience and/or on-the-job training.
 - Where of interest, additional response categories with longer periods of work experience might be included.
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SECTION SKL: SKILLS

The main purpose of this section is to collect information about the types and level of skills needed to carry out the tasks and duties that are typical of respondent's job/business as well as their own skills.

Questions in this section are the minimum core necessary for countries wishing to undertake analysis of the mismatch by level and types of skills. The objective of this section is to identify extent to which skills possessed by persons in employment correspond to the skills needed to carry out the tasks and duties of their jobs, and identify inadequate labour absorption due to skills mismatch, as defined in Guidelines of the 20th ICLS.

QUESTION ID	DESCRIPTION AND GUIDELINES
SKL_1	Self-perceived matching of overall skills possessed Self-perceived matching of overall skills possessed to carry out the tasks and duties that are typical of the respondent's job/business Response categories 01 My skills correspond to the skills needed 02 I have skills to carry out more complex tasks and duties 03 My skills need to be further developed to cope with some of the tasks and duties of my job/business 98 REFUSAL Purpose • To collect respondent's assessment about the level of her/his skills in relation to skills needed to carry out the tasks and responsibilities that are typical of the respondent's job/business. • To estimate the number of matched/over-skilled/under-skilled, by overall skills. National adaptation and implementation • Response categories 01 to 03 should be read aloud by the interviewer. • The respondent should select one option by taking into account their various work related skills and assess the extent to which they correspond to the demands of their job. Other skills that the respondent may possess which are not relevant for the job (e.g. cooking or grooming skills for an accountant job), should not be taken into consideration. • The response is based on the respondents' self-assessment ○ Code 01 'My skills correspond ...' is meant to capture cases where the level and range of skills possessed by respondent correspond to the skills needed to carry out the tasks and responsibilities that are typical of the respondent's job. ○ Code 02 '... more complex tasks...' is meant to capture cases where the respondent has more knowledge and skills than those needed to carry out the tasks and responsibilities that are typical of the respondent's job.

- Code 03 'My skills need to be further developed...' is meant to capture cases where the respondent has less knowledge and skills than those needed, and feels that her/his skills need to be further developed to cope with the tasks and duties that are typical of the respondent's job.
- In cases where the respondent does have skills to perform more complex tasks or her/his skills are adequate for the job but feels that at least some of her/his soft/complementary skills need to be further developed, code 01 or 02 should be selected.

SKL_2

Type of skills needed

Types of skills needed to carry out the tasks and duties that are typical of the respondent's job/business

Response categories

01 Yes

02 No

Purpose

- To collect respondent's assessment about the types of skills needed to carry out the tasks and responsibilities that are typical of the respondent's job.
- To determine the combination of skills needed to carry out the tasks and responsibilities for each occupation or occupational group.

National adaptation and implementation

- Card 3 with short descriptions/examples of various skills should be given to the respondent, and read aloud by the interviewer. More detailed descriptions and examples, provided in Annex 1, should be read by interviewer, if needed.
 - The same card (3) should be used for questions SKL_3, SKL_4, SKL_5 and SKL_6.
 - The skills to be assessed include:
 - Technical skills
 - Literacy skills
 - Numeracy skills
 - Computer skills
 - Foreign Language skills⁵
 - [Problem solving skills]
 - [Communication and presentation skills]
 - [Team-working skills]
 - [Customer handling skills]
 - Physical skills (strength and/or dexterity)
 - Other skills _____
 - Skills types f-i might be replaced by other types of soft skills considered as more relevant at national level.
 - Under response category k, up to three types of skills not listed under a-j could be indicated whenever needed.
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⁵ Foreign language skills refers to non-mother tongue languages.

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- Skills which are assessed as needed to carry out the tasks and duties that are typical of the respondent's job/business should be coded 01, and those not needed 02.
 - The response is based on respondent's self--assessment.
 - For skills types a-k with a "Yes" answer, the interview should continue with question SKL_3.
 - For skills types a-e with a "No" answer, questions SKL_3 and SKL_4 should not be asked, and the interview should continue with question SKL_5.
 - For skills types f-k with a "No" answer, no further questions should be asked.

SKL_3

Importance of skills

Importance of various types of skills needed to carry out the tasks and duties that are typical of the respondent's job/business

Response categories

- 01 Somewhat important
- 02 Very important
- 03 Essential

Purpose

- To collect respondent's assessment about the importance of various skills to carry out the tasks and responsibilities that are typical of the respondent's job.
- To determine the importance of various skills to carry out the tasks and responsibilities for each occupation or occupational group.
- To determine the combination of skills that are important for carrying out the tasks and responsibilities for each occupation or occupational group.

National adaptation and implementation

- This question is optional. The information collected with this question is not needed for estimating skills mismatch but could be used for determining the combination skills that are important for each occupation or occupational group.
 - This question is only asked of skills types a-k reported as needed (a "Yes" answer in SKL_2).
 - Response categories 01 to 03 should be read aloud by the interviewer.
 - The respondent should select one option only for each type of skills. The response is based on respondent's self-assessment.
 - Code 01 'Somewhat important' should be reported in case the skills are needed but not essential to carry out the tasks and responsibilities that are typical of the respondent's job.
 - Code 02 'Very important' should be reported in case the skills are important to carry out the tasks and responsibilities that are typical of the respondent's job.
 - Code 03 'Essential' should be reported in case the skills are absolutely necessary/extremely important to carry out the tasks and responsibilities that are typical of the respondent's job.
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SKL_4**Level of skills needed**

Level of various types of skills to carry out the tasks and duties that are typical of the respondent's job/business

Response categories

- 01 Basic level
- 02 Intermediate level
- 03 Advanced level

Purpose

- To collect respondent's assessment about the level of various skills needed to carry out the tasks and responsibilities that are typical of the respondent's job.
- To determine the level of various skills needed to carry out the tasks and responsibilities for each occupation or occupational group.
- To determine the combination of skills with advanced/Intermediate/ basic level that are important for carrying out the tasks and responsibilities for each occupation or occupational group.

National adaptation and implementation

- This question is only asked of skills types a-e reported as needed (a "Yes" answer in SKL_2).
- Response categories 01 to 03 should be read aloud by the interviewer.
- Detailed descriptions and examples of basic, intermediate and advanced levels of skills, provided in Annex 1 should be read by interviewer, if needed.
- The respondent should select one option only for each type of skills. The response is based on respondent's self-assessment.

SKL_5**Level of skills possessed**

Level of various types of skills possessed by respondent

Response categories

- 01 Basic level
- 02 Intermediate level
- 03 Advanced level
- 04 Do not have these skills

Purpose

- To collect respondent's assessment about the level of various skills possessed.
 - To determine the level of various skills possessed by persons in employment by occupation or occupational group.
 - To determine the combination of skills with advanced/Intermediate/basis level that are possessed by persons in employment in each occupation or occupational group.
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National adaptation and implementation

- This question is asked of skills types a-e regardless of responses in SKL_2 because although some skills might not be needed the respondent may have them.
- Response categories 01 to 04 should be read aloud by the interviewer.
- The respondent should select one option only for each type of skills. The response is based on respondent's self-assessment.

SKL_6**Adequacy of soft skills possessed**

Adequacy of various types of soft skills possessed by respondent to carry out the tasks and duties that are typical of the respondent's job/business

Response categories

- 01 My skills are adequate
- 02 My skills are higher
- 03 My skills need to be further developed

Purpose

- To collect respondent's assessment about the extent to which respondent's soft skills are adequate to carry out the tasks and duties that are typical of the respondent's job/business

National adaptation and implementation

- This question is asked only for skills types f-k that were reported as needed (a "Yes" answer in SKL_2).
 - Response categories 01 to 03 should be read aloud by the interviewer.
 - The respondent should select one option only for each type of skills. The response is based on respondent's self-assessment.
 - Code 01 'My skills are adequate' should be reported in case the skills possessed correspond to the level needed to carry out the tasks and responsibilities that are typical of the respondent's job.
 - Code 02 'My skills are higher' should be reported in case the skills possessed are higher than the level needed to carry out the tasks and responsibilities that are typical of the respondent's job.
 - Code 03 'My skills need to be further developed No, level is insufficient' should be reported in case the level is lower than the level needed to carry out the tasks and responsibilities that are typical of the respondent's job.
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ANNEX 1. Detailed description of different types, and levels of skills

It is to be read, if needed, for questions SKL_2-SKL_6:

- a) **Technical skills:** These are skills particular to an occupation and/or an industry. They include skills and competences needed to perform a given job, such as ability to apply knowledge needed to perform job duties; ability of operating, installing, maintain and repairing machinery, equipment, vehicles, technology, methods, materials, tools and instruments; knowledge of materials worked on or with; knowledge of particular products or services produced.⁶
- b) **Literacy skills**
- *Basic level:* Reading, understanding, interpreting and writing a short simple statement on everyday life (text that is a few sentences long).
 - *Intermediate level:* Reading, understanding, interpreting or writing more complex documents such as instructions, reports, manuals.
 - *Advanced level:* Reading, understanding, interpreting or writing long complex documents.
- c) **Numeracy**
- *Basic level:* Perform additions, subtraction, multiplication, and division, use or calculate decimals, percentages or fractions (e.g. measure or estimate sizes, weights, distances, calculate prices or costs, etc.)
 - *Intermediate level:* Prepare, understand and interpret tables, charts or diagrams.
 - *Advanced level:* Perform complex calculations using advanced mathematical or statistical procedures.
- d) **Computer skills**
- *Basic level:* Using a PC, tablet, cell-phones or other digital devices for simple routine tasks such sending and receiving e-mails, internet browsing.
 - *Intermediate level:* Using generic tools (e.g. Word, Excel. PowerPoint) for processing text or data, creating tables and charts, etc.
 - *Advanced level:* Using a programming language to develop software or applications; using computer syntax or statistical analysis packages, managing, operating and maintaining a computer network, etc.)
- e) **Foreign language skills:** Ability to communicate in a foreign language to perform job duties.
- *Basic level:* Communicate with very simple vocabulary.
 - *Intermediate level:* Read, write and speak a foreign language reasonably well.
 - *Advanced level:* Read, write and speak a foreign language fluently.
- e) **Problem solving skills:** Identifying problems, Spotting and working out the cause of problems, thinking of solutions to problems (e.g. mechanic figuring out a car problem, budgeting for a business, teacher making a lesson plan, restaurant owner creating a new menu/dish for

⁶ For examples that are occupation specific, see ISCO-08.

<https://www.ilo.org/public/english/bureau/stat/isco/isco08/> . The description of technical skills should be expanded include skills that are relevant for different types of occupations, commonly available in the country.

restaurant, dress maker designing a new dress, dealing with sudden shortages in personnel or raw materials, adaptation of a product to the demands of an important client, adjust the standard procedures of a business to an unpredictable situation, repairing malfunctioning machines, etc.)

- f) **Communication and presentation skills:** Exchanging and conveying information, ideas, concepts, thoughts with clients or colleagues; Teaching and instructing people; Making formal speeches or presentations.
- g) **Team-working skills:** Cooperating and interacting with co-workers; Common planning, division and timing of tasks; Sharing information with co-workers.
- h) **Customer handling skills:** Selling a product/service; Dealing with people; Counselling, advising or caring for customers or clients.
- i) **Physical skills (strength and/or dexterity):** It refers to physical skills such as **strength** and intense muscular power required to perform activities such as lifting, pushing, pulling, or carrying objects, assuming tiring or painful positions, using heavy instruments, lifting or moving people, standing, etc. and to **dexterity** skills such as the ability to quickly move hands or the hands together with arms and the ability to make precisely coordinated movements of the fingers in order to grasp, manipulate, or assemble very small objects.
- j) **Other skills (e.g. Learning skills** (e.g. Learning and applying new methods and techniques in your job; adapting to new technology, equipment or materials; Engaging in own learning); **Planning and organisation skills** (e.g. Setting up plans and managing duties according to plans; Planning the activities of others; Delegating tasks; Organising own or other's work time), etc.).